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| **Time** | **Monday** **Professional Development Day** **No School** | **Tuesday** | **Wednesday** | **Thursday**  | **Friday**  |
| **6:55-7:00** |  | **Homeroom** | **Homeroom** | **Homeroom** | **Homeroom** |
| **7:00-7:15** |  | **DEAR** **Calendar** | **DEAR** **Calendar** | **DEAR** **Calendar** | **DEAR** **Calendar** |
| 7:15-8:05 |  | **Reading**High Yield Strategy: 7 Setting objectives and providing feedbackIntroduce Words to Know: also, kind, upon, anything, places, warm, flower, readyVowel Digraphs oo, ou, ew Spelling Pre-Test**Standard:** L.1.5c Identify real-life connections between words and their use.*Supporting Standards*: RF1.3b Decode regularly one-syllable spelled words**Goal:**  To use Word Wall to identify, read and write sight words. To identify, read and write oo, ou, ew words.**Accessing Prior Knowledge:** Present students with the Word Wall and ask what words we see on the wall. Students take Lesson 24 spelling pre-test.**New Information:** Present students with new words this week and have volunteers add to Word Wall. Students correct own spelling pre-test. Tell students that the words this week have oo, ou, ew.**Applying Knowledge:** Students complete Spelling Pre-Test.**Generalize/Goal/Review/Grade:** Students will be assessed based on their participation in the Word Wall activities/sight words and Spelling Pre-Test. Students will continue to work on Words to Know and oo, ou, ew words in their centers and class assignments. | **Reading**High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practiceReview Words to Know and oo, ou, ew words**Standard:**  RF1.3b Decode regularly one-syllable spelled words*Supporting Standards*: L.1.5c Identify real-life connections between words and their use.**Goal:** To identify, read and write compound words**Accessing Prior Knowledge:** Present the students with this week’s spelling words and words to know and have them read aloud. **New Information:** Assign students to Daily 5 centers. **Applying Knowledge:** Students will participate in one of following Daily 5: Read to self, Phonics, Word Work, Guided Reading, and Skills Practice. Read to self: Students find and read a “just right” book from book corner. Students choose a book from their assigned Leveled Readers.Reading: Practice Book p. 112 (Words to Know), 113-114, 115 (Words With oo, ou, ew).Phonics: Multiple Meaning WordsGuided Reading: Mrs. Degonda reads with leveled reading groups.Word Work: Write this week’s Spelling Words two times and p. 85-86 of Building Spelling Skills. **Generalize/Goal/Review/Grade:** Students hand in Daily 5 work for grading and assessment. Yiselle will monitor groups for understanding and reinforcement/enrichment. | **Reading**High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practiceReview Words to Know and oo, ou, ew words**Standard:**  RF1.3b Decode regularly one-syllable spelled words*Supporting Standards*: L.1.5c Identify real-life connections between words and their use.**Goal:** To identify, read and write compound words**Accessing Prior Knowledge:** Present the students with this week’s spelling words and words to know and have them read aloud. **New Information:** Assign students to Daily 5 centers. **Applying Knowledge:** Students will participate in one of following Daily 5: Read to self, Phonics, Word Work, Guided Reading, and Skills Practice. Read to self: Students find and read a “just right” book from book corner. Students choose a book from their assigned Leveled Readers.Reading: Practice Book p. 112 (Words to Know), 113-114, 115 (Words With oo, ou, ew).Phonics: Multiple Meaning WordsGuided Reading: Mrs. Degonda reads with leveled reading groups.Word Work: Write this week’s Spelling Words two times and p. 85-86 of Building Spelling Skills. **Generalize/Goal/Review/Grade:** Students hand in Daily 5 work for grading and assessment. Yiselle will monitor groups for understanding and reinforcement/enrichment. | **Reading**High Yield Strategy: 3 Reinforcing Effort and providing recognitionSpelling Test Lesson 24Spiral Review and Grammar in Writing**Standard:** RF1.3b Decode regularly one-syllable spelled words **Goal:**  To identify, read and write oo, ou, ew words. **Accessing Prior Knowledge:** N/A**New Information:** N/A**Applying Knowledge:** Students complete Lesson 24 Spelling Test and unfinished Practice Book pages 123 (Spiral Review) and 125 (Grammar in Writing).**Generalize/Goal/Review/Grade:** Students hand in Spelling Test and Practice Book packet for grading and assessment. |
| **8:05-8:30** | **Recess** | **Recess** | **Recess** | **Recess** | **Recess** |
| 8:30-9:20 |  | **Reading**High Yield Strategy: 1 Identifying similarities and differences 4 Homework and practiceReview Words to Know and oo, ou, ew words**Standard:**  RF1.3b Decode regularly one-syllable spelled words*Supporting Standards*: L.1.5c Identify real-life connections between words and their use.**Goal:** To identify, read and write compound words**Accessing Prior Knowledge:** Present the students with this week’s spelling words and words to know and have them read aloud. **New Information:** Assign students to Daily 5 centers. **Applying Knowledge:** Students will participate in one of following Daily 5: Read to self, Phonics, Word Work, Guided Reading, and Skills Practice. Read to self: Students find and read a “just right” book from book corner. Students choose a book from their assigned Leveled Readers.Reading: Practice Book p. 112 (Words to Know), 113-114, 115 (Words With oo, ou, ew).Phonics: Multiple Meaning WordsGuided Reading: Mrs. Degonda reads with leveled reading groups.Word Work: Write this week’s Spelling Words two times and p. 85-86 of Building Spelling Skills. **Generalize/Goal/Review/Grade:** Students hand in Daily 5 work for grading and assessment. Yiselle will monitor groups for understanding and reinforcement/enrichment. | **Reading**High Yield Strategy: 7 Setting objectives and providing feedback 9 Questions, Cues and advanced organizers 6 Cooperative learning 2 Summarizing and notetakingRead “A Butterfly Grows” **Standard:** RL1.2 Retell stories using key details and demonstrate knowledge of their message or lesson.**Goal:**  To identify order of events in a story**Accessing Prior Knowledge:** Present the students with this week’s Essential Question: Why do authors put events in a certain order?**New Information:** Tell students that our story this week is a narrative nonfiction. Explain that we will read the story to find out why events in a story matter. **Applying Knowledge:** Have students preview story as a class to see how a butterfly grows. Read Journey’s p. 110-127 as a class. Model how to identify story events in order. Students complete Practice Book p. 119 (Sequence of Events) with their assigned reading buddies.**Generalize/Goal/Review/Grade:** During the last ten minutes of class we will review and revise student answers. Students will hand in their Practice Book for grading and assessment. Remind students that we will use our knowledge of story event order to help us retell a story next class.  | **Reading**High Yield Strategy: 7 Setting objectives and providing feedback 9 Questions, Cues and advanced organizers 6 Cooperative learning 2 Summarizing and notetakingReread “A Butterfly Grows” **Standard:** RL1.2 Retell stories using key details and demonstrate knowledge of their message or lesson.**Goal:**  To identify order of events in a story**Accessing Prior Knowledge:** Present the students with this week’s Essential Question: Why do authors put events in a certain order?**New Information:** Tell students that yesterday we identified important events in order from “A Butterfly Grows” and today we will use these important events to write a story summary. Guide students through Practice Book p. 124 (Planning My Story). **Applying Knowledge:**. Students complete Practice Book p. 124 (Summary for “A Butterfly Grows”) with their assigned reading buddies.**Generalize/Goal/Review/Grade:** Students will hand in their Practice Book for grading and assessment. Remind students that we will continue to use our knowledge of story event order to help us retell stories.   | **Reading**High Yield Strategy: 7 Setting objectives and providing feedback 2 Summarizing and notetakingDescribing Characters**Standard:**  W1.5 With guidance and support from adults, focus on a topic, respond to questions and add details**Goal:** To describe characters**Accessing Prior Knowledge:** Ask students to describe Peter in “Whistle for Willie”. Note student adjectives on whiteboard. **New Information:** Tell students that today we will use descriptive words for characters in a text. Remind students that adjectives describe nouns. Present students with the following adjectives: happy, cute, playful, good.**Applying Knowledge:** Students complete Practice Book p. 117 (Describing Characters) with the above adjectives. **Generalize/Goal/Review/Grade:**  Students will hand in their Practice Book for grading and assessment. Remind students that we will continue to use descriptive details in our writings. |
| 9:20-10:10 |  | **Math:**High Yield Strategy: 7 Setting objectives and providing feedbackLesson 10-6 Problem-Solving: Draw a Picture and Write a Number Sentence**Standard: 1 NBT.4** Add within 100, including adding a two-digit number and a one digit number, and adding a two-digit number and a multiple of 10.**Goal:** Students will solve problems by drawing pictures and writing number sentences.**Accessing Prior Knowledge:** Students complete worksheet 10-5 for review.**New Information:** Tell students that today we will use pictures and number sentences to help us add numbers. Model how to draw pictures on a ten frame and write problems on a tens and ones chart to solve addition problems. Guide students through workmat 10-6 p. 345. **Applying Knowledge:** Students complete the rest of Workmat 10-6 independently.**Generalize/Goal/Review/Grade:** Students will turn in Workmat 10-6 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback.  | **Math:**High Yield Strategy: 7 Setting objectives and providing feedbackTopic 10 TestTopic 11-1 Subtracting Groups of 10**Standard: 1 NBT.4** Add within 100, including adding a two-digit number and a one digit number, and adding a two-digit number and a multiple of 10.**1.NBT.6** Subtract multiples of ten in the range 10-90**Goal:** Students will add a multiple of ten to a two-digit number.Students will subtract 10 from multiples of 10.**Accessing Prior Knowledge:** Students complete Topic 10 assessment.**New Information:** Tell students that today we will learn how to subtract groups of ten. Model how tosubtract groups of ten. Guide students through workmat 11-1 p. 355. **Applying Knowledge:** Students complete the rest of Workmat 11-1 independently.**Generalize/Goal/Review/Grade:** Students will turn in Topic 10 assessment and Workmat 11-1 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback.  | **Math:**High Yield Strategy: 7 Setting objectives and providing feedback 8 Generating and testing Hypotheses 4 Homework and practiceLesson 11-2 Subtracting Tens on a Hundreds Chart**Standard: 1.NBT.6** Subtract multiples of ten in the range 10-90**Goal:** Students will use a hundred chart to subtract multiples of ten from two-digit numbers.**Accessing Prior Knowledge:** Ask students to explain how to add groups of ten to a two-digit number using a hundred chart.**New Information:** Tell students that today we will subtract groups of ten from two-digit numbers using a hundred chart. Model how to subtract a group of ten from a two-digit number using a hundred chart. Guide students through workmat 11-2 p. 359. **Applying Knowledge:** Students complete the rest of Workmat 11-2 independently.**Generalize/Goal/Review/Grade:** Students will turn in Workmat 11-2 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback.  |  **Math:**High Yield Strategy: 7 Setting objectives and providing feedback 4 Homework and practiceLesson 11-3 Subtracting Tens from Two-Digit Numbers**Standard: 1.NBT.6** Subtract multiples of ten in the range 10-90**Goal:** Students will subtract a multiple of ten from a two-digit number.**Accessing Prior Knowledge:** Ask students to find the answers to 27-10, 34-20 and 56-30.**New Information:** Tell students that today we will subtract groups of ten from two-digit numbers using unifex cubes. Model how to subtract a group of tenusing unifex cubes. Guide students through workmat 11-3 p. 363. **Applying Knowledge:** Students complete the rest of Workmat 11-3 independently.**Generalize/Goal/Review/Grade:** Students will turn in Workmat 11-3 for assessment and grading. If further help is needed, teacher will provide during work time, in the form of small groups and immediate feedback.  |
| 10:10-11:00 |  | **Language** High Yield Strategy: 7 Setting objectives and providing feedbackWriting Trait: Word Choice**Standard:** W1.5 With guidance and support from adults, focus on a topic, respond to questions and add details**Goal:**  To include word variety in writing**Accessing Prior Knowledge:** Present students with “The Word Choice” song from the Trait Crate.**New Information:** Tell students that today we will learn how to be interesting writers by including interesting words in our writing samples. Model how to brainstorm and select from a variety of words for funny, pretty, big, small and cute (“garbage can” words). nice, good and bad. Model how to select an animal to describe how it looks/behaves when it is little and when it is an adult.**Applying Knowledge:** Students choose one animal to describe with interesting words in their writing.**Generalize/Goal/Review/Grade:** Students will hand in writing samples for grading and assessment. Remind students that we will continue to use interesting words in our writing. | **Spanish** | **P.E.**  | **Language** High Yield Strategy: 7 Setting objectives and providing feedbackPronouns and the verb be**Standard:** L1.1c Use singular and plural nouns with matching verbs**Goal:**  To identify and correctly use pronouns and matching verbs**Accessing Prior Knowledge:** Present students with pronouns he, she, it, we, and they in sentences with be (am, is, are). Have volunteers correct sentences for noun-verb agreement.**New Information:** Tell students that today we will learn about using correct be verbs for pronouns. Model the correct use of is, am are.**Applying Knowledge:** Students complete Practice Book p. 121 (Pronouns and be).**Generalize/Goal/Review/Grade:** Students will hand in Practice Book pages for grading and assessment. We will continue to work on pronoun and verb activities in centers. |
| **11:00-11:30** |  | **Lunch** | **Lunch** | **Lunch** | **Lunch** |
| **11:30-12:20** |  | **P.E.**  | **Library I** | **Music** | **Spanish** |
| 12:20-1:10 |  | **Spanish** | **Language** High Yield Strategy: 7 Setting objectives and providing feedbackPronouns and Verbs**Standard:** L1.1c Use singular and plural nouns with matching verbs**Goal:**  To identify and correctly use pronouns and matching verbs**Accessing Prior Knowledge:** Present students with pronouns he, she, it, we, and they in sentences with action verbs. Have volunteers correct sentences for noun-verb agreement.**New Information:** Tell students that today we will learn about using correct verbs for pronouns. Model when to add –s to verbs that relate to singular pronouns. **Applying Knowledge:** Students complete Practice Book p. 116 (Pronouns and Action Verbs).**Generalize/Goal/Review/Grade:** Students will hand in Practice Book pages for grading and assessment. We will continue to work on pronoun and verb activities in centers. | **Estudios Sociales** | **Estudios Sociales** |
| 1:10-2:00 |  |  **Science**High Yield Strategy: 8 Generating and testing HypothesesHSP Science Unit D Weather, Seasons, and the Sky Chapter 7 Measuring WeatherLessons 3 What Makes Clouds and Rain?**Standard:**  Describe how rain forms from water drops in clouds.**Goal**: Students will describe how rain forms from water drops in clouds.**Accessing Prior Knowledge:**  Students complete daily weather log (teacher created resource) for today’s weather. Ask students how does the sky look when it is about to rain. **New Information:** Tell students that today we will learn about the water cycle. Read Science p. 296-301 What Makes Clouds and Rain?**Applying Knowledge:** Conduct Make Clouds experiment on p. 298-299. Students record their observations and infer how clouds are formed.**Generalize/Goal/Review/Grade:** Students turn in their daily weather logs after two weeks and cloud observations for grading and assessment. Remind students that tomorrow we will examine the water cycle further. | **Science**High Yield Strategy: 9 Questions, Cues and Advance OrganizersHSP Science Unit D Weather, Seasons, and the Sky Chapter 7 Measuring WeatherLessons 3 What Makes Clouds and Rain?**Standard:**  Describe how rain forms from water drops in clouds.**Goal**: Students will describe how rain forms from water drops in clouds.**Accessing Prior Knowledge:**  Students complete daily weather log (teacher created resource) for today’s weather. Ask students how different kinds of clouds look. **New Information:** Tell students that today we will learn about the different kinds of clouds. Read Science p. 302 Clouds.**Applying Knowledge:** Students complete water cycle worksheet from Mastering First Grade Skills. **Generalize/Goal/Review/Grade:** Students turn in their daily weather logs after two weeks and water cycle worksheet for grading and assessment. | **Social Studies**High Yield Strategy: 5 Nonlinguistic RepresentationsAll Together Unit 5 This Is Our Country**Standard:**  Identify US states and geography on a map**Goal**: Students will read a land and water map for Colorado**Accessing Prior Knowledge:** Ask students to recall the kinds of maps we have seen about the United States already (country and weather).**New Information:** Tell students that today we will learn how to read land and water map for one state in the US: Colorado. Guide students through map key for Land and Water Map of Colorado p63 from Daily Geography Practice.**Applying Knowledge:** Students color and complete p. 63-65 (A Land and Water Map) from Daily Geography Week 15.**Generalize/Goal/Review/Grade:** Students hand in pages 63-65 for grading and assessment. Tell students that we will continue to talk about the US and its many wonderful states next week. | **Art**High Yield Strategy: 5 Nonlinguistic RepresentationsCloud types**Standard:** Students explore various forms of art for visual communication**Goal:**  Students three different kinds of clouds using cotton balls**Accessing Prior Knowledge:** Ask students what are the three kinds of clouds.**New Information:** Tell students that today we will be making the three different kinds of clouds using cotton balls. Model for students how to make cumulus, stratus and cirrus clouds.**Applying Knowledge:** Students create three kinds of clouds.**Generalize/Goal/Review/Grade:** Students will be assessed based on their final product (neatness, creativity and technique incorporation). Students artwork will be displayed in the classroom for two weeks. |
| Homework |  | Topic 10 Review worksheet and packet 10-1 to 10-6 (already completed in class)High Yield Strategy: 4 Homework and Practice |  |  | Weather Chart for Friday and Saturday. Study for Science Test next week. Science Study Guide. High Yield Strategy: 4 Homework and Practice |